**K-5 Math Lesson Plan**

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| **Teacher:** Davis | | | **Grade:** 1st | | | | **Date(s)**: |
| **Unit Title:** Counting and grouping objects to 100. | | | | | **Corresponding Unit Task:** Students should be able to can count and recognize numbers to 100. | | |
| **Essential Question(s**): Why is counting by 10 helpful?  How do you bundle amounts?  How is our number system organized? | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | |
| **Teacher:**   * **Stamp pads, pencil erasers** * **Paper cups** * **Number cards 1-100 in colorful colors** | | **Student:**   * Math journals * pencils | | | | Counting on  Group  Bundle | |
| **Learning Experience** | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | | |
| **I Can Statement(s):**  I can count on from a given number.  I can group objects different ways to help me count. | | | | | | |
| Activating Strategy/Hook: Model stamping random circles on a piece of paper on the overhead. Ask the children what you could do with the dots, how can you organize the dots, etc. Show the children that you can bundle the dots in sets of ten so that it makes them easier to count. | | | | | | |
| **Teacher Directed:** Draw or have a chart of dots, shapes, letters, numbers, etc. and tell the students that we will come up with a way to count the numbers. What would be an easier way to do this? (Bundle the items in sets of ten with leftovers). Once the items are bundled, it makes them easier to count. Count the items together with the group. | | | | | | |
| **Guided Practice:** The students will be put into groups of 3-5 students per group. Have the groups work with stamps, stickers, or shape pieces. Students will count the objects by bundling the objects, counting the tens and the leftovers to count the total objects. | | | | | | |
| **Independent Practice:** At their seats students will each be given an index card that has a random amount of pencil eraser-stamped dots. The children will bundle the dots in sets of 10, and count the tens and the leftovers and write the numeric number with the dots. If finished early, students may flip the card, draw pictures and bundle and write the number of the pictures drawn. | | | | | | |
| **Closing/Summarizing Strategy:** Children can all use their pencils with stamp pads to randomly stamp in their math journals numbers and write the numerical representation in their math journals | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | | | **Intervention** | | | **Language Development** |
| * Put objects in groups of 2’s, 5’s, 10’s. * Count by 2’s, 5’s, 10’s. * Count on past 100 or 120. * Students can visit website- <http://www.svsu.edu/mathsci-center/uploads/math/L01N.htm> and teacher can adjust difficulty levels accordingly. | | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting * Play “orderly cups”-randomly place cups with numbers for students to put in order | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting |
| **Assessment(s):** During independent practice, check student’s math journals for understanding. Observe if students are using bundling to count objects. | | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | | |